California English Language Development Test

- **Administering**
- **Scoring**
- **Reporting**

March 2002

Standards & Assessment
California Department of Education

Test Authorization

The California English Language Development Test (CELDT):

◆ Was instituted by Assembly Bill 748 Escutia (Chapter 936/1997)

◆ Was expanded and refined by Senate Bill 638 Alpert (Chapter 678/1999)

◆ Is contained in *Education Code* sections 313, 60810, and 60812

Purpose of the CELDT

- Identify students who are English Learners (EL)

- Determine their level of English proficiency

- Annually assess their progress toward acquiring English proficiency in listening, speaking, reading, and writing
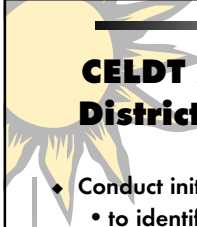
Education Code Section 60810

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CELDT Requirements

The CELDT must:

- Be able to assess the English language development of students in kindergarten through grade 12

- Provide sufficient information at each grade level to determine levels of proficiency

- Be reliable and valid; yield scores that allow comparison of student growth over time and that can be aggregated to evaluate program effectiveness.
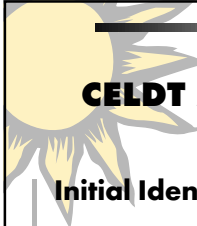
Education Code Section 60810

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CELDT Administration
District Responsibility

- Conduct initial identification assessment:*
  - to identify students who are English Learners and to determine their level of English proficiency
- Conduct annual assessment:*
  - to assess the progress of English Learners in acquiring listening, speaking, reading, and writing skills in English until they are reclassified to Fluent English Proficient

Parent "opt-outs" are not allowed for this test
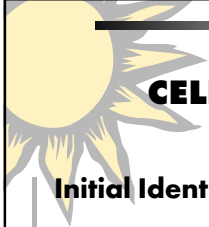
Education Code Section 313

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CELDT Administration

Initial Identification (ongoing):

- CELDT replaced ELD assessments formerly used by districts
- Districts assess students with a home language other than English in kindergarten–grade 12, within 30 calendar days of enrollment
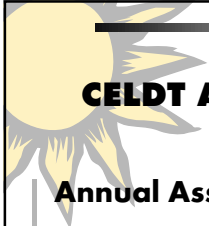- Entering kindergarten students are considered initial identification assessments

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CELDT Scoring

Initial Identification (ongoing):

◆ Districts
  • score tests for initial identification on site prior to sending completed booklets to contractor to ensure appropriate placement

  • then submit completed tests to testing contractor monthly for official scoring

CELDT Administration

Annual Assessment:

◆ English Learners assessed:
  • Retained kindergartners and students in grade 1
    ◦ listening/speaking

  • Students in grades 2 through 12
    ◦ listening/speaking, reading, and writing

CELDT Administration

Annual Assessment:

- First annual testing window—July 1, 2001 through October 31, 2001
  - Based on focus group of district administrators, representing 70 percent of state's English Learners
  - Established by State Board and State Superintendent of Public Instruction at December 2000 meeting

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CELDT Administration

Annual Assessment:

- Previously identified English Learners, who enroll outside of the annual testing window, will not be tested with the CELDT until the 2002 administration

- Second annual testing window—July 1, 2002 through October 31, 2002

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CELDT Administration

- ◆ Districts will submit completed tests to contractor for scoring monthly during the testing window

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Initial/Annual CELDT Test Description

Three skill areas:

- ◆ Listening/speaking
  - grades K–12
  - individually administered (about 20 min. per student)
  - individually scored (about 30 min. per student)

- ◆ Reading and writing
  - grades 2–12
  - group administered (about 90 minutes)

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Initial/Annual CELDT Test Description

Listening/speaking skill areas covered:

- Following oral directions
- Phonemic awareness
- Oral vocabulary
- Phonemic control
- Story retelling

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Initial/Annual CELDT Test Description

Reading skill areas covered:
- Word analysis
- Reading vocabulary
- Synonyms
- Antonyms
- Fluency
- Reading comprehension
- Literary analysis

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Initial/Annual CELDT Test Description

Writing skill areas covered:

- Grammar, mechanics
- Writing sentences
- Writing a story/essay
- Test Booklet Levels (aligned to ELD standards):
  - kindergarten–grade 2
  - grades 3–5
  - grades 6–8
  - grades 9–12

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Initial/Annual CELDT

- Students in kindergarten and grade 1 are NOT required to be assessed in reading and writing
- All students should be allowed sufficient time to complete the test

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Initial/Annual CELDT Special Education/504

Accommodations:

◆ For accommodations and alternative assessment guidelines see:
  • www.cde.ca.gov/statetests/celdt/

◆ For students with disabilities:
  • use accommodations as specified in the I.E.P. or 504 plans for instruction and classroom assessment
  • do not use out-of-level testing (all levels measure same construct)

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Initial/Annual CELDT Special Education

Alternate Assessment:

◆ For students with severe disabilities:
  • attempt to administer the CELDT
  • use alternate assessments as defined in the I.E.P., if students are unable to take the CELDT, to determine English language proficiency

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Initial/Annual CELDT Scoring/Reporting

Proficiency Levels:

- In March 2001, a statewide panel of teachers and other practitioners was convened to:
  - review field test data
  - recommend proficiency levels

- In May 2001 the SBE approved cut scores for the five proficiency levels:
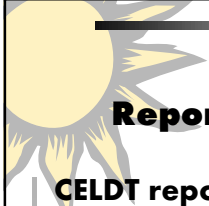 - Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced

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Initial/Annual CELDT Scoring/Reporting

- Students receive an overall English proficiency level according to the State ELD standards

- Students also receive proficiency levels for each skill area:
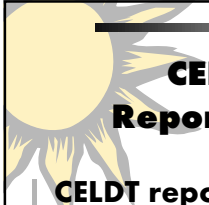 - listening/speaking
  - reading
  - writing

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CELDT
Reporting Results

CELDT reports for Initial Identification:

◆ Student Proficiency Level Report

Note: Student Proficiency Level Reports for Initial Identification returned to districts on a regular basis.

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CELDT 2001
Reporting Results

CELDT reports for Annual Assessment:

◆ Student Proficiency Level Report

◆ Proficient Level Summary Report (by school)

◆ Proficient Level Summary Report (by district)

◆ Student Data File with Layout Documentation

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CELDT
Initial Identification

Use of Results:

◆ Districts to use CELDT as primary source of information for initial identification of English Learners

◆ Districts also to use other information if available to supplement CELDT data

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CELDT Initial Identification
Criteria for Determining English Fluency

Probable English Learner

Student's Overall Score is below Early Advanced

or

Student's Overall Score is Early Advanced or higher, **but** one or more of the skill area scores is below Intermediate.

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CELDT Initial Identification Criteria for Determining English Fluency

Possible Fluent English Proficient (FEP)

Student's Overall Score is in the upper end of Intermediate

and

- other test scores
- report card grades
- input from parents/teachers

are taken into consideration.

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CELDT Initial Identification Criteria for Determining English Fluency

Probable Fluent English Proficient (FEP)

Student's Overall Score is Early Advanced or higher

and

Each skill area score
- Listening/Speaking (kindergarten through grade 12)
- Reading (grades 2 through 12 only)
- Writing (grades 2 through 12 only)

is Intermediate or higher.

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CELDT
Annual Assessment
Reclassification

Districts are to design and implement a process for English Learners to be reclassified from EL to FEP that:

- ◆ Reflects state law (Ed Code 313), including proposed regulations
  - • Assessment of English Language Proficiency using the CELDT
  - • Teacher evaluation
  - • Parental opinion and consent
  - • Comparison of performance in basic skills

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CELDT
Annual Assessment
Reclassification

Districts are to design and implement a process for English Learners to be reclassified from EL to FEP that:

- ◆ Meets redassification guidelines posted at www.cde.ca.gov/statetests/celdt/

- ◆ Meets redassification guidelines for English Learners in Special Education programs (published by CDE, 1997)

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CELDT Annual Reporting

- CDE is scheduled to post statewide test results on the Internet in late spring

- The Internet report is to include:
  - average scores for every school district administering the test

Education Code Section 60812

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Where to Find Out More...

- Start with the Title 5 CELDT regulations: http://www.cde.ca.gov/regulations

- Call your CELDT site, CELDT district coordinators

- Use your county office support

- Contact your Regional Training Center

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Where to Find Out More...

- Materials and Logistics
  - CTB Hotline: (800) 994-8594
  - CTB Website: http://www.ctb.com/state/CA/celdt/
  - Requests for pick up of completed tests can be submitted online through the CTB website.

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Where to Find Out More...

- Program, Policy, Administration, Regulations, and Accommodations

- English Language Development Standards
  - CDE: (916) 657-3011
  - Standards and Assessment Website: www.cde.ca.gov/statetests/celdt/

    www.cde.ca.gov/regulations/

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